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ABSTRACT

Los Angeles Community College Overseas (LACCO) operates educational programs for military personnel in Korea. Faculty are drawn from local resources; all are employed by LACCO on a part-time basis. Faculty interest in participating in the policy making and procedural process of LACCO and their perceptions of problem areas were investigated through a survey questionnaire. Of 110 faculty, 34% responded. Results indicated that working conditions were most frequently identified as a faculty concern, student motivation and student quality were noted as problem areas as was inadequate definition of faculty role, and, although faculty were generally willing to participate in curricular reform, they were reluctant to become involved in LACCO policy making. Efforts to improve communication with the faculty and to reduce high faculty turnover are recommended. (JDS)

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A SURVEY OF FACULTY ATTITUDES TOWARD PARTICIPATION IN THE POLICY AND PROCEDURAL PROCESS AT LOS ANGELES COMMUNITY COLLEGE OVERSEAS (1976)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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by

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EL PASO COMMUNITY COLLEGE

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

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ABSTRACT

This practicum was initiated as a follow-on to an earlier study of the Los Angeles Community College Overseas, operating in the Republic of Korea (LACCO). The college operates in overseas areas in support of the Armed Forces and provides educational services at the Community College level. It is somewhat unique in that it has no full-time faculty assigned.

The first in this series of studies indicated that the college should investigate the possibilities of faculty participation in the policy and procedural process. This was based in part on the fact that the Area Director-Korea had no regular channel for obtaining faculty views or sensings about faculty interests. He felt this was important if his college was to meet stated objectives and goals.

The investigations reported here undertook to establish for LACCO the extent to which the faculty was interested in involvement with policy making and the degree to which they had identified problem areas. The method chosen was a survey using six areas of governance with selected problems for each area. The survey was distributed to all faculty members. The findings of the survey were reinforced by personal interviews with selected faculty members.

The results found limited interest on the part of faculty. Only 34 percent responded to the survey and those interviewed had some reluctance to become involved. The two contributing factors were rapid turnover of instructors and the requirement to work through an intermediate agency on most problems associated with instruction. Some real problems were identified by the

respondees, who generally lacked enough background information for a good evaluation. At the same time, respondees were generally unwilling to personally participate in problem solution. The study also revealed that the faculty had only limited knowledge of LACCO's goals, objectives, and policies.

The study recommended that the Area Director concentrate on improving and expanding his communications with the faculty and that he further investigate the reasons for the high turnover of faculty.

INTRODUCTION

This study is the second in a series of studies designed to develop certain base line data for the Los Angeles Community College Overseas. The data is being captured specifically for the branch of Los Angeles Community College (LACCO) operating in the Republic of Korea. This branch of the college is unique in that it has a student body which is exclusively military or military related. In addition the faculty is recruited from local resources and the college has no full-time or regular instructors from the parent institution.

Mr. Neil Farron, the Area Director for Korea, is personally and professionally concerned with the end goals of his institution and those of his student body. His concern is not limited to his own institution, a number of similar programs are being offered to military personnel in other overseas areas. The success of the total program, sponsored by the Department of Defense, depends upon the effectiveness in meeting the needs of the target population.

At this time the Director lacks regular or systematic input from the faculty on such important matters as student quality, program effectiveness, institutional methods, and professional needs. At the same time faculty members have no formalized procedure for interdiscipline exchange, informing administrators on problems, or influencing curriculum content. The Area Director's problem is to determine first, if his faculty is similarily concerned about the institution and it's goals, and secondly, the extent or degree of that concern which might be profitably exploited. The purpose of this practicum is to provide some insight in to this problem through a faculty survey.

BACKGROUND AND SIGNIFICANCE

This study was chosen for its clear relationship to the core module "Educational Policy Systems." Although the Los Angeles Community College system has well defined policies they are not fully operative or implemented at LACCO. That some procedural process should be ongoing is not questioned, but the extent to which participation should include the part-time faculty is not clear.

LACCO operates without a permanent faculty and uses facilities supplied by the Department of Defense on a shared use basis. To meet the terms of its contract, it offers classes at isolated and outlying bases in addition to major population centers. It is spread throughout the Republic in up to 18 locations with separations of a much as 150 miles.

LACCO began its overseas operations in response to a request from the Department of Defense to provide educational services to Armed Forces personnel in overseas areas. What was desired was a community college program which would be complementary to 4-year and graduate programs already offered overseas.

The current program offers courses in Vocational-Technical and General Education disciplines. Courses carry resident credit with Los Angeles Community College and lead to Career Education Certificates or Associate Degrees.

LACCO is also a Serviceman's Opportunity College (SOC) and as such it has adopted common policies on admission, transfer, and residency. This arrangement permits the service member to continue his studies when reassigned without changing degree or certificate programs. Admission to the college is "open", that is students are admitted as long as they can possibly benefit from the experience.

Like other institutions in the program, LACCO operates within the limits of a contract or Memorandum of Understanding with the branch of the Armed Forces desiring it's services. Normally, such a memorandum specifies what each party provides, the degree of interface, and any limitations on operations. It is the implementation of the memorandum which makes institutional policy development difficult. The college is required to provide courses from its current catalog, fully approved faculty, administrative services incident to curriculum and faculty management, and course sequencing. The sponsoring service, through its Educational Service Officers (ESO), provides the facilities, registration and counseling services, and all other administrative functions associated with the process. The ESO are responsible for setting the academic terms and the selection of courses from the catalog. They are advised on course scheduling by the college's representative.

As a result of this arrangement faculty members, once approved, have little routine contact with the college. All administrative and most curriculum problems are resolved with the ESO responsible for programs at that teaching location.

Any study of policy and procedural processes in a college must begin with a understanding of the prevailing view, on the part of colleges, toward those who participate. In this case the role of faculty in the governance scheme. The general tone of recent studies is positive. Faculty representation and participation is recognized as a right and institutional administrators agree there is a need for the input.

There is not, however, any real agreement on the degree of participation or the areas to which faculty should be admitted. Areas which are generally acknowledged as acceptable are educational policy, faculty personnel management, and special areas where faculty expertise is beneficial.

Dr. Young Park, in his 1971 study, noted that faculty members had gained some identity and status. He investiaged 379 faculty members at three junior colleges. One hundred forty one part-time instructors were included in his sample. He concluded that most faculty were detached and ambivalent. That is, while they were conscientious in their professional capacity they were isolating themselves from their work and had a tendency to reject their institutions.[1]

There is little work available on the participation of part-time instructors in policy making or the attitude of administrators toward them. The only study done in any depth was by Gowan and Daigneault in 1961.[2] Although this study looked at the part-time instructor in the university some of the

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[1] Young Park, Junior College Faculty: Their Values and Perceptions (Wash, DC: American Association of Junior Colleges, 1971), P. 65-70.

[2] D. B. Gowan and George H. Daigneault, The Part-Time College Teacher (Brookline: Center for the Study of Liberal Education for Adults, 1961), P. 31.

attitudes expressed by administrators are still pertinent. The attitudes which prevail, to some degree, are (1) Employ part-time instructors only to fill gaps, (2) Community colleges can't make it without part-timers, but they should be less than half the faculty, and (3) Part-timers are not as dedicated teachers or as well informed about the institution.

Unpublished studies have been largely institutionally oriented and generated in response to specific problems of the moment. Some commonalities in these studies are that administrators did not require or expect their part-time faculty to participate in faculty meetings, advise students, or carry out academic research. Other studies found part-time instructors citing this same attitude as the reason for their indifference to participation. They pointed out such things as minimum orientations on the college and its goals, the absence of a handbook, or being given a handbook which omits many pertinent aspects of policy.

To some extent elements of each of those findings are present at LACCO. The parent college has an established faculty senate which participates in policy making. However, no mention of this activity is made in the LACCO faculty handbook. Faculty members are generally unaware of this group. Because administration is largely handled by the ESO there is no real interface between the instructor and the college. There are factors which may have made this approach valid. Most significant is faculty tenure. The Area Director recently analyzed faculty turnover rates for a six term period. Sixty three percent of the instructors taught a single term with another

twenty two percent teaching a second term (Exhibit 1). This rapid turnover is due in part to the 12-month assignment period for most military personnel. DOD has indicated that overall tour lengths in Korea will be increased as more positions are authorized for families who will stay 24 months.

With this arrangement it was felt that the views and other input of the faculty were significant. Before the college can attempt any problem resolution or maximize its use of faculty potential, it is necessary to determine the prevailing faculty attitudes. The following material presents the results and analysis of the survey which provides some indication of these attitudes.

LACCO/Korea

INSTRUCTOR TURNOVER/January 1975 - March 1976

Installation	Number of Terms Taught					
	1 Term	2 terms	3 terms	4 terms	5 terms	6 terms
Camp Ames	19	7	1	1	0	0
Carroll	7	4	1	0	0	0
Casey(E)	23	4	2	0	0	0
Casey(W)	21	6	1	1	0	0
Hovey	13	9	0	0	0	0
Howze	17	5	5	2	1	0
Humphreys	25	7	3	2	1	0
Kimpo	1	0	2	0	0	0
Kunsan	30	11	1	2	0	0
Kwangju	4	0	0	0	0	0
Osan	22	8	8	1	1	2
Pelham	5	5	0	2	0	0
Pusan	10	5	3	1	0	0
Red Cloud	8	1	2	0	0	0
Stanley	9	4	0	1	0	0
Yongsan	17	8	2	2	3	1
Taegu	9	2	0	2	0	1
Greaves	6	0	0	0	0	0
Page	5	2	1	0	0	0
Long	3	1	1	0	0	0
Total	254	89	33	17	6	4
Percent	63.0	22	8	4	2	1

This sample analyzes 403 instructors conducting 653 classes at 20 locations.

EXHIBIT 1

INSTRUCTOR TURNOVER/January 1975 - March 1976

Term	Number of Terms Taught					Total No. of Instructors
	2 terms	3 terms	4 terms	5 terms	6 terms	
19	7	1	1	0	0	28
7	4	1	0	0	0	12
23	4	2	0	0	0	29
21	6	1	1	0	0	29
13	9	0	0	0	0	22
17	5	5	2	1	0	30
25	7	3	2	1	0	38
1	0	2	0	0	0	3
30	11	1	2	0	0	44
4	0	0	0	0	0	4
22	8	8	1	1	2	42
5	5	0	2	0	0	12
10	5	3	1	0	0	19
8	1	2	0	0	0	11
9	4	0	1	0	0	14
17	8	2	2	3	1	33
9	2	0	2	0	1	14
6	0	0	0	0	0	6
5	2	1	0	0	0	8
3	1	1	0	0	0	5
54	89	33	17	6	4	403
63.0	22	8	4	2	1	100

3 instructors conducting 653 classes at 20 locations.

PROCEDURE

The problem of measuring attitudes of the faculty was complicated by time and distance factors. Although a deeper probe of attitudes could have been accomplished using a Likert type scale, it was too sophisticated for an initial study. Some measure of the attitudes toward policy and procedural matters could be inferred from a problem checklist which also allowed the respondee to indicate his willingness to participate in the solution of the problems he identified.

The vehicle selected was an adaption of the Pre-Interview Questionnaire (PIQ) used by Keaton Morris in his 1971 study of faculty attitudes on 19 campuses. It had the merit of prior validation in a large study. The original PIQ required some modification for use with the LACCO faculty.

Because of the student body composition and the presence of only part-time faculty, the dimension of student life was omitted entirely. Also eliminated as inapplicable were problems relating to senior faculty roles, undergraduate publications, alumni funds, etc. In all the checklist contained 41 specific problems which were relevant. These were divided into two dimensions of "People" and "Policy & Procedure" vis-a-vis the three categories of intellectual climate, academic programs, and working conditions. A demographic section was included to determine if background and experience would have any significance in the results. The end product was the LACC Faculty Survey - 1976 Pre-Interview Questionnaire (See Exhibit 2).

LACC FACULTY SURVEY - 1976
Pre-Interview Questionnaire

1. Listed below are a number of possible problem areas that you may feel are present now is indicate the with a check ( ).
2. Indicate with a double check if you would be willing to participate in their solution.
3. If you indicate "OTHER" give a brief description of the problem you identify.

	INTELLECTUAL CLIMATE	ACADEMIC PROGRAMS	WORKING CON
PEOPLE	Intellectual Discussion_____ Quality of Students_____ Quality of Faculty_____ Quality of Administration_____ Student Motivation_____ Commitment to Teaching_____ Other_____ _____ _____ _____ _____	Teaching Methods_____ Teaching Ability-Stimulation___ Academic Advising_____ Testing Methods_____ Administrative support for innovative practices_____ Interest in the course_____ Relevance of courses to student needs_____ Admissions criteria_____ _____	Class size_ Relations b administrat Relations b and adminis Respect of administrat Commitment Role of pa Stimulatio _____
POLICY & PROCEDURE	Censorship_____ Controversial Speakers_____ Academic Freedom_____ Freedom of Expression_____ Practices in the classroom____ _____ Opportunity to pursue individual interests_____ Other_____ _____ _____	Grading practices_____ Course prerequisites_____ Departmental organization_____ Requirement for the degree/ certificate_____ Opportunity to initiate curricular reform_____ Opportunity to review existing courses_____ Freedom to initiate new courses _____	Class sched loads_____ Salaries a Opportunity institutio Opportunity faculty go Other_____ _____ _____

EXHIBIT 2

LACC FACULTY SURVEY - 1976
Pre-Interview Questionnaire

a number of possible problem areas that you may feel are present now is LACC, if you do
a check ( ).
ouble check if you would be willing to participate in their solution.
OTHER" give a brief description of the problem you identify.

AL CLIMATE	ACADEMIC PROGRAMS	WORKING CONDITIONS
al Discussion	Teaching Methods	Class size
Students	Teaching Ability-Stimulation	Relations between faculty and administration
Faculty	Academic Advising	Relations between, faculty, sta and administration
Administration	Testing Methods	Respect of students for faculty
tivation	Administrative support for innovative practices	administration
to Teaching	Interest in the course	Commitment to the college
	Relevance of courses to student needs	Role of part-time faculty
	Admissions criteria	Stimulation fro colleagues
	Grading practices	Class schedules and teaching loads
ial Speakers	Course prerequisites	Salaries and fringe benefits
reedom	Departmental organization	Opportunity to participate in institutional decisions
Expression	Requirement for the degree/ certificate	Opportunity to participate in faculty governance
in the classroom	Opportunity to initiate curricular reform	Other
y to pursue interests	Opportunity to review existing courses	
	Freedom to initiate new courses	

Exhibit 2 continued.

CAMPUS_____

DEGREE LEVEL:
- Certificate (Voc - Tech) _____
- Bachelor _____
- Masters _____
- Doctorate _____

DISCIPLINE:
- Vocational Technical _____
- Social Sciences _____
- Physical Sciences _____
- Biological Sciences _____
- Humanities _____
- Engineering _____
- Business/Management _____

TEACHING EXPERIENCE:
- First Time _____
- 1 - 3 years _____
- 4 - 6 years _____
- Over 6 years _____

LEVEL OF EXPERIENCE:
- Secondary School _____
- Undergraduate _____
- Graduate _____

LAST INSTITUTION EMPLOYED:
- Community College _____
- University _____
- Technical School _____

Ever participate in a faculty Senate or similar organization. YES _____ NO _____

From this measuring instrument it was hoped to determine (a) the degree of interest of the faculty in selected areas of policy and procedures, (b) the areas of concern to the faculty, and (c) the willingness of the faculty to participate in problem solution.

The questionnaire was distributed to all 110 instructors during Term IV-1976. This was done to eliminate the problem of proper sample size and in effect became a statistical census of a homogeneous population. To answer the objectives outlined above the response or non-response to the questionnaire would serve to answer the question of "degree of interest." Areas of concern could be viewed as mutually exclusive problems and similarily treated. Finally, "willingness" could be measured by simple tabulation of that indication. All these elements were obtained in a form approximating the binomial distribution, in that each could be regarded as having only the possibility of a yes or no response. To establish a measure of validity for analysis, the respondents were treated as a simulated sample of the population surveyed. The standard for binomial distribution was then acceptable and any number of responses equal to or greater than one-tenth of the population surveyed would be satisfactory.

Previous experience with surveys at LACCO had shown that timing was critical to good distribution and timely response. The PIQ was distributed at the beginning of Term IV along with all other administrative data. Latest return of the questionnaire was set for the sixth class meeting. Distribution was made through the servicing education center and each ESO was contacted by the Area Director and urged to place emphasis on the completion and early return of the PIQ.

Returned PIQ were tabulated and responses were analyzed. From the responses an interview plan was developed. The questions to be asked would validate the responses of the PIQ. In addition, the interview would probe for the basis of any response which appeared to be of a major concern to instructors. Individual interviews were conducted with each instructor selected. Those interviewed included both instructors from Term IV and former instructors. Selection of interviewees was limited to a single large population center but an attempt was made to interview at least one instructor from each discipline represented.

The combined information from the PIQ and the follow-on interviews is the basis for the analysis which follows.

RESULTS

The PIQ was distributed to 110 instructors at the start of Term IV. The original suspense date for return of the questionnaire was not met. The Area Director reemphasized the importance of the PIQ through the ESO at each location. At the end of Term IV there were 37 respondees or approximately 34 percent of the population. While small, the sample met the criteria established for satisfactory analysis. The largest number of respondees came from the Business/Management group. Physical Sciences had the lowest number of respondees, however, this was also the smallest discipline area represented.

No assignable reasons were available for the difference in degree of response by discipline areas, but several factors may have accounted for this. For example, the business group had a high number of courses offered during the term and instructors in this area tended to be from responsible full-time positions where they made or influenced policy.

The degree level is a fairly close approximation of the total faculty. The heavy emphasis on Vocational-Technical programs allows for a larger number of instructors with less than master's degrees.

Teaching experience was very limited, 46 percent of the instructors were teaching for the first time. Although 24 percent had more than four years experience, most of this came through teaching technical subjects at a military school.

The level of experience tracked with teaching experience, with none having taught above the undergraduate level. Of those previously employed more than half had taught at universities with the remainder split between technical schools and community colleges. As a group there was no background of or experience in faculty policy making and participation in governance. A profile of background and experience is at Table I.

Although the respondees were accepted as a sample of the population, based upon statistical techniques, much of the profile data in Table I supports the representative nature of the sample. Since the first objective was to determine the degree of interest by the faculty regarding selected problem areas, a 34 percent response was indicative of some concern. Additionally, only seven of the respondees (19 percent) could identify no specific problem areas. Other aspects of this non-response are examined elsewhere.

The second objective was the identification of problem areas of concern to the faculty. These are found at Table II. Respondees felt strongest about the policy and procedure dimension. They were most conerned about problems associated with working conditions and academic programs. Although the "people" dimension was the least emphasized, there was a strong response to problems in the intellectual climate area. This tracks very closely with the data obtained by the original "19 Campus Study". Of greatest concern to the LACCO faculty in both dimensions, were working conditions and intellectual climate.

TABLE I

BACKGROUND & EXPERIENCE PROFILE
of
PART-TIME FACULTY RESPONDEES
(n=37)

Degree Level:	Certificate (Voc-Tech)	10
	Bachelors	12
	Masters	14
	Doctorate	1
Discipline:	Vocational-Technical.	5
	Social Sciences	5
	Physical Sciences	2
	Biological Sciences	4
	Humunities	4
	Engineering	5
	Business/Management	12
Teaching Experience:		
	First time	17
	1 - 3 years.	11
	4 - 6 years	5
	Over 6 years	4
Level of Experience:		
	Secondary School	6
	Undergraduate	31
	Graduate	0
Last Institution Employed:		
	Technical School	4
	Community College	5
	University	11

Have participated in faculty Senate or similar organization.

YES 3 NO 34

TABLE II

PROBLEM AREAS IDENTIFIED
by
RESPONDEES (37)

DIMENSION	NUMBER RESPONDING	PERCENT
A. People:		
Intellectual Climate	27	73
Academic Programs	8	2
Working Conditions	11	29
B. Policy & Procedure:		
Intellectual Climate	9	24
Academic Programs	20	54
Working Conditions	27	73

TABLE II

PROBLEM AREAS IDENTIFIED
by
RESPONDEES (37)

	NUMBER RESPONDING	PERCENT
Climate	27	73
grams	8	2
itions	11	29
Climate	9	24
grams	20	54
itions	27	73

At Table III are the specific problem areas in rank order. As could be predicted "Salary and fringe benefits" evoked the largest response with 30 percent selecting the problem. Within the "people" dimension instructors were concerned with intellectual climate as it applied to students. This was followed very closely by "working conditions".

From the gross examination above, a follow-on interview with instructors was conducted. The interviews were structured to elicit responses about those specific problems which were identified by at least 15 percent of the respondees. It is on the data at Tables III and IV and the interviews that analysis is based.

Working conditions as related to salaries and fringe benefits was the most frequently identified. Instructors felt that the tying of pay rates to class size was unfair. They were also concerned that there was no provision for instructors to take courses at reduced rates. Those interviewed were not sure of what would or should be a satisfactory solution and for the most part had no ideas on how to bring about a resolution.

The next most identified problem was student motivation. Those faculty members interviewed were not fully aware of LACCO's limitations in the provision of educational services. Educational offerings at many small posts are very limited and ESO's select courses they feel meet the needs of their area. Instructors felt this aspect diminished modification when the student could not see the possibility of completing a program in some logical progression. Also seen as a problem was the impact of military requirements which too often caused students to miss an excessive number of classroom periods.

TABLE III

RANK ORDER OF SPECIFIC PROBLEM AREAS

		# of Responses
1.	Salary & fringe benefits	11
2.	Student motivation	9
3.	Quality of students	8
4.	Roll of part-time faculty	7
5.	Opportunity to initiate curricular reform	6
6.	Opportunity to participate in institutional decisions	5
7.	Quality of administration	4
	Class scheduling & teaching loads	4
	Freedom to initiate new courses	4
	Other working conditions	4
8.	Administrative support for innovative practices	3
	Course prerequisites	3
	Opportunity to review existing courses	3
	Class size	3
9.	Controversial speakers	2
	Academic freedom	2
	Opportunity to pursue individual interest	2
	Grading practices	2

Table III (continued)

	# of Responses
10. Freedom of expression	1
Teaching methods	1
Academic advising	1
Interest in the course	1
Admissions criteria	1
Departmental organization	1
Commitment to the college	1

TABLE IV

SPECIFIC PROBLEMS IDENTIFIED
(by category)

	# Checked	# Willing to participate
1. Intellectual Climate (people)		
Quality of students	8	1
Quality of faculty	3	2
Quality of administration	4	1
Student motivation	9	1
Commitment to teaching	2	1
Other	1	0
2. Academic Programs (people)		
Teaching methods	1	0
Academic advising	1	0
Administrative support for innovative practices	3	1
Interest in the course	1	0
Admissions criteria	1	0
3. Working Conditions (people)		
Class size	3	0
Commitment to the college	1	0
Roll of part-time faculty	7	0
4. Intellectual Climate (policy & procedure)		
Controversial speakers	2	0
Academic freedom	2	0
Freedom of expression	1	0
Opportunity to pursue individual interests	2	0
Other	1	0
5. Academic Programs (policy & procedure)		
Grading practices	2	2
Course prerequisites	3	1
Departmental organization	1	1
Requirement for the degree/certificate	1	1
Opportunity to initiate curricular reform	6	4
Opportunity to review existing courses	3	2
Freedom to initiate new courses	4	0

Table IV (continued)

6. Working Conditions (policy & procedure)	# Checked	# Willing to participation
Class schedules & teaching loads	4	1
Salaries & fringe benefits	11	2
Opportunity to participate in institutional decisions	5	0
Other	7	0

Clearly tied to student motivation was student quality. Here again faculty members were not always aware of LACCO goals and objectives and the commitment to an open-door policy.

Indicated as a problem area was the role of part-time faculty. No clear picture emerged from interviews on this subject. All thought that roles should be defined but had no strong feeling about what those roles should be. The same was true of "an opportunity to participate in curricular reform". Those who felt they had or sensed a problem in this area did so with any definition of what kind of reform was desirable or how such reform should be initiated.

The remaining problem areas with one exception, tended to represent personal views which had no support from other respondees. Personal interviews did not strengthen any of the reasons given for that particular problem. The one exception was in the working condition area (policy & procedure). Under "other" instructors were nearly unanimous in identifying poor support in the area of teaching aids such as audio-visual equipment, film libraries, and supportive material, and equipment in Vocational-Technical areas.

The third and final objective concerned the LACCO faculty's willingness to participate in a solution to the problems they identified. The percentage of those willing to participate in seeking a solution is found at Table IV.

To appreciate the nature of the total response it is necessary to review the overall results of the survey. Two-thirds of those polled failed to respond.

This same ratio applied to those interviewed. They gave as reasons no desire for involvement, limited contact with LACCO administrators, and unfamiliarity with faculty participation. The general tone was one of disinterest.

This general attitude of non-involvement can be seen in Table IV. Only one problem identified is supported by an indication of solid participation. This was a willingness to participate in curricular reform. However, interviews did not elicit the same identification of this problem or the same interest in participation.

An interesting factor revealed by the survey was the relationship of those areas getting a high response to the low desire to share in the resolution of them. As an example "quality of students" & "student motivation" had high interest and interviewees were strong in the opinions. There was, however, no drive to improve either area. This again may have been due to the transient nature of the faculty and/or it's collective lack of teaching experience.

RECOMMENDATIONS

Our faculty member can probably be profiled from this investigation as a detached, mildly interested institutional member, who does not identify with LACCO. While he may sense problem areas which require some attention to improve the college's product, he is not willing to become involved in solving them. It would appear that the rapid turnover of instructors coupled with the artificial barrier imposed by working through the education centers, is a major contributing factor.

While the general impression gathered was one of disinterest, this may not be justifiable. Respondees did identify some real problems although their perception of them may have been due to incomplete appreciation of all factors involved. There is a fair indication that problems due exist at least to the extent that faculty members themselves have incomplete information about them.

At this point LACCO is operating as an entity remote to both faculty and student body. Admittedly the short period of contact makes personal identification difficult, however, the college must take some positive steps toward attaining this goal with the faculty. Too many of these interviewed evidenced no sense of pride in being associated with the college. Although this point was not researched, it would appear that some of this attitude is communicated to the community to the detriment of the institution's image.

The fundamental recommendation is the rather broad one of "Expand Internal Communications." More specifically there should be:

1. An orientation program which establishes the college as an institution with some real relationships for new and old instructors.

2. An ongoing project to bring instructors together periodically to further strengthen identification and provide a direct two way channel of communication.

3. An explanation of LACCO goals and open-door policy in some practical frame of reference for the inexperienced instructor.

At a minimum these recommendations, if adopted, would establish and initial identification and involvement with the college. They would also provide an introduction to the accountability facet of education for the large number of instructor with no teaching experience. Hopefully, a better communications program would also instill some pride in affiliation and appreciation of institutional goals with respect to open-door admissions.

Although military requirements will continue to force high turnover rates, the proposed recommendations might cause more instructors to continue after the initial term. The obvious beneficiary here will be the student, since the combination of neophyte instructor and marginal student does not insure a respectable end product. A collateral benefit may also be a countering of negative views about LACCO.

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